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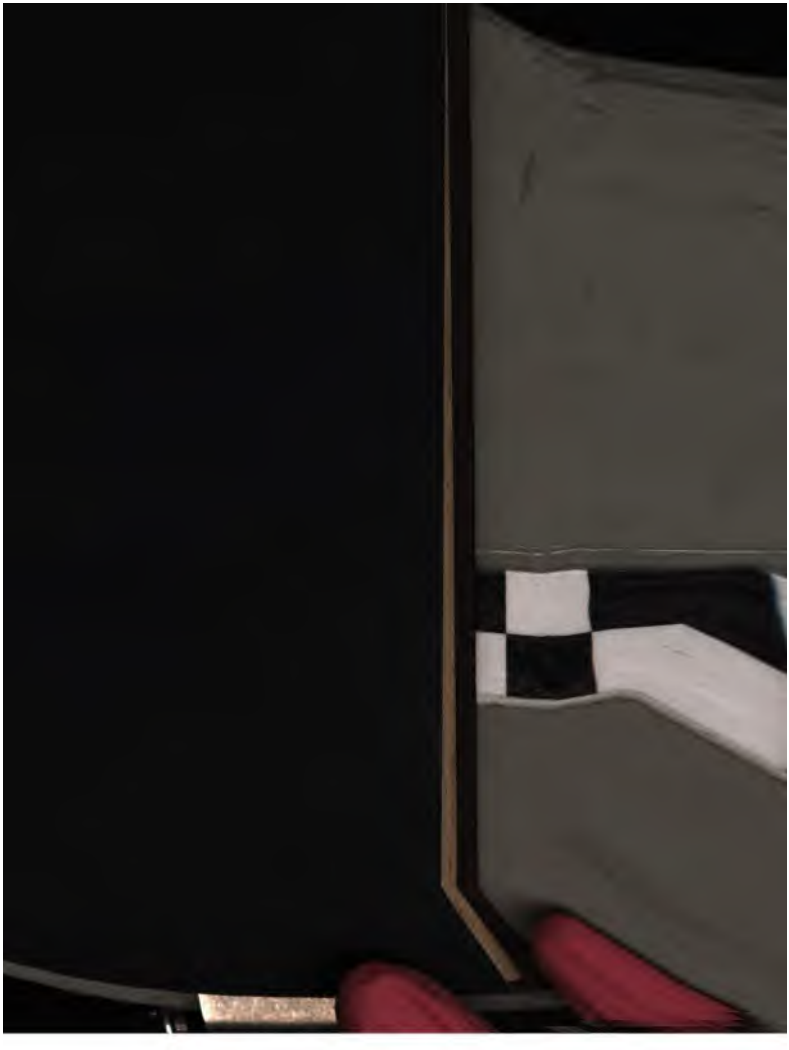

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THE EDUCATIONAL CODE OF THE PRUSSIAN NATION.

THE

EDUCATIONAL CODE

OF THE

PRUSSIAN NATION,

IN ITS PRESENT FORM.

IN ACCORDANCE WITH THE DECISIONS OF THE COMMON PROVINCIAL LAW, AND WITH THOSE OF RECENT LEGISLATION.

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EDITOR'S PREFACE.

"A word fitly spoken is like apples of gold in pictures of silver."—PROVERBS xxv. 11.

THE daily press teems at this juncture with letters treating of the vexed question of national education; with inquiries as to what is and should be that education's aim; with suggestions as to the best method for its attainment; with complaints of the ever-increasing costliness of the Education Act passed in 1870; with well-authenticated statements of the total failure of the Department's enactments to meet the educational requirements of the various grades of the population for whom it legislates,—I mean the working classes.

We English, it is herein made manifest, talk more and know less of what education is than any of the peoples of Western Europe, or than that of the

United States of America. The formula set forth by the late Sir Thomas Wyse, in his exhaustive work, published in 1835 and entitled "Education Reform," states, perhaps more tersely and comprehensively than any other treatise on the subject, what the true aim of education is: "To enable men and women to perform their duty 'Here,' that they may win immortality 'Hereafter.'"

A friend has just placed in my hands, and at my disposal, with the following remarks, the accompanying able translation of the Prussian Code which (with modifications) has been in operation in that country for the last eighty years:—"Knowing that you simply wished to call the attention of English readers to the merits of the German educational system, with its graduated schools carefully adapted to meet the wants of children of every rank, and its teachers specially taught and trained according to the situations which they are destined to occupy, I have of course left much of the 'Schulrecht' untranslated, viz. the whole of the second part of that Code, consisting mostly of regulations of local, or provincial application, and all such paragraphs of the first (and larger) part as treat of matters that

have no direct bearing on popular education, *e.g.* the payment of the teachers." That Code, on examination, will be found to be something wholly different from the legislation tried and found to be such a decided failure, after its nine years' operation in England. I therefore think it superfluous to bespeak indulgence for the performance of the manifest duty of submitting it to the serious study and patient investigation of all who desire the moral and intellectual advancement of their compatriots, especially of those of the artisan classes.

ANNA MARIA GOLDSMID.

INTRODUCTION.

SCHOOLS and universities are national institutions, of which the object is the instruction of youth in useful knowledge, and in the sciences.

PUBLIC SCHOOLS.

THE EDUCATIONAL CODE OF THE PRUSSIAN NATION.

CHAPTER I.

GENERAL REMARKS.

According to Article 21 of the Statute of January 31, 1850, sufficient provision must be made for the education of the young, by means of public schools. And further, parents or persons standing *in loco parentis* (as guardians) must not suffer children under their care to grow up, without having gone through the course of study prescribed by law for the public schools.

The Prussian Legislature has decreed that the right of a child to attend a public school shall be entirely independent of his religious denomination, or that of his parents; for, according to the twelfth chapter of Part II. of the Common Law, no one shall be excluded from any public school on account of his creed, whatever that may be. And

children who may legally, according to their parents' wish, be brought up in another religion than that taught in the public school, must not be compelled to remain in the school during the hours allotted to religious instruction.

If we must admit, consequently, that the principle of secular education is generally recognized by the Prussian State, we must also remark that Article 24 of the Statute, in treating of the people's schools, provides that, wherever and whenever such schools are established, the denominational statistics are to be ascertained, so that the predominant religious communities in each district may conduct the religious instruction in these schools.

Since schools are regarded as national institutions, the State naturally claims the right of inspecting them; and it is enacted in Article 23 of the Statute: That all educational establishments, whether public or private, are under the supervision of inspectors appointed by the Government.

The circumstance that the duty of inspecting schools used to be left, for the most part, in the hands of the clergy (through the influence, mainly, of the local authorities), was due to the somewhat too vague terms of Article 24 of the Statute. But, in these days, ecclesiastical influence is no longer considered advantageous in the management of

schools, in view of the contest now going on between the Government and the so-called Ultramontane Party in the Roman Catholic Church; and hence there was published, March 11, 1872, a supplementary clause to Article 23, bearing on the appointment of public school inspectors. According to this clause, the duty of inspecting all schools and colleges, whether public or private, belongs to the State; and all authorities or officials engaged in carrying out the work of school inspection, are servants of the State.

The power to nominate local and district inspectors belongs exclusively to the State, as does also the right to define the districts over which these inspectors are to be distributed. The State may at any time revoke the powers which it confers on school inspectors, if their office is merely honorary, or if they hold it only as a secondary employment. But the existing right of communities to take a part, through their agents, in the supervision of the public schools, is nowise affected either by this Regulation or by Article 24 of the Statute.

In the practical application of this law on school inspection, the oversight of the schools has been entrusted, for the most part—or, at least, in very considerable part—to laymen; and the schools have fallen under the direct control of the State.

Religious instruction, in the public schools, is

given by officers appointed by the various ecclesiastical authorities; viz., in the Evangelical church, by the highest court of the church, or by the presbyteries, or by the general superintendents, superintendents, or pastors; in the Roman Catholic church, by ecclesiastics entrusted by the church with authority to make such appointments.

CHAPTER II.

ELEMENTARY SCHOOLS.

SECTION I.—GENERAL REMARKS.

We must distinguish between elementary and higher schools. The former comprise people's schools, middle schools, and other schools of a similar class: the latter include normal schools, gymnasia, and universities.

The term "People's School" is applied to such schools as are devoted exclusively to primary education; that is to say, in which the child is taught only those rudiments of knowledge which are necessary to every person of sound mind. In most cases, the period of school attendance terminates with confirmation.

The course of instruction to be given in these people's, or primary, schools was prescribed at an earlier date; viz., in the Regulation of October 3, 1854. This Regulation was distinguished by its excessively—it may even be said *affectedly*—

religious character, and was constantly the occasion of great mischief; so that the present Minister of Religion, who steadily aims at the promotion of every movement in accordance with the liberal views of the present day, caused a thoroughly revised Code of Rules to be drawn up, as to the management, duties, and scope of the Prussian people's schools. This Code was issued October 15, 1872. The following are its most important provisions:—

1.

Normal people's schools are schools in which the children are distributed into *several classes;* or schools in which there are *two teachers;* or, lastly, schools under *one teacher*, which, however, are either schools of one class or half-day schools.

2.

In schools of one class, all the children of a certain district, within the age at which attendance at school is compulsory, are taught simultaneously, and by a single teacher. The number in such schools must not exceed eighty.

In these schools of one class, the younger children receive instruction during twenty hours each week; those farther advanced receive instruction during thirty hours each week; and such instruction includes lessons in gymnastics for the boys, and in needlework for the girls.

3.

Where the number of children in a school of one class exceeds eighty, or where the school accommodation is insufficient for eighty children, or even for a smaller number, while the circumstances of the locality do not warrant the appointment of a second teacher; or in any other contingency which may appear to render such a measure necessary, a half-day school may be established, with the consent of the Government, for the classes of which, collectively, thirty-two hours must be set apart.

4.

When two teachers are appointed in the same school, that school must be divided into two classes. If the number of scholars in such a school exceeds a hundred and twenty, they must be arranged in three classes. And in schools of three classes, twelve hours of instruction weekly must be given to the third, or lowest class; twenty-four to the second; and twenty-eight to the first.

5.

In schools of four or more classes, the children of the lowest division are to receive weekly twenty-two hours of instruction; those of the intermediate division, twenty-eight hours; and those of the highest division, thirty-two hours.

6.

In schools of many classes, a division of the sexes, in the upper classes, appears desirable. Where only two teachers are employed in such schools, an arrangement should be made to establish two separate schools in place of one, each to be divided into three classes, and one reserved for boys, the other for girls.

7.

If in any locality there exist several schools of one class each, the union of such schools into one graded school should be effected, if possible.

8.

The schoolroom must be at least large enough to admit of each child's having ·6 metre (square) of superficial area. Care must also be taken to have the schoolroom light, airy, well ventilated, duly protected from the weather, and sufficiently provided with window-curtains. There must also be an ample supply of school tables and benches, and these must be so constructed and placed that every child may be seated and may carry on his work without discomfort or injury to his health.

9.

The teacher must keep a log-book, an attendance register, and a continuous report of the substance

of all the lessons taught in the school. A list of the absentees must likewise be regularly kept.

10.

The people's school, even if of one class only, naturally falls into three divisions, corresponding with the different ages of the children, or the stages of proficiency to which they may have attained. If a people's school is of four classes, there are two intermediate divisions; if of six classes, then each division is subdivided into two classes.

11.

The subjects taught in the people's schools are —religion, the German language (reading and writing), arithmetic, the first principles of mensuration; drawing, history, geography, natural history, gymnastics in the case of boys, in that of girls, needlework.

* * * * *

13.

The object of religious teaching should be to lead the children to a right understanding of Holy Scripture, and of the doctrines of the church to which they belong, in order to enable them to read the Bible for themselves, and to take an active

part in congregational work, as well as an intelligent interest in public worship.

14.

Children should be initiated in biblical studies by a course of instruction in biblical history, together with an explanation of consecutive portions of Scripture.

In narrating scriptural anecdotes the teacher should adopt a phraseology as similar as possible to that of the Scriptures. He will thus more fully bring out their religious and moral lessons, by which he should seek to mould the characters, as well as the minds, of his scholars, and so to render his lessons really profitable. *Formal religious instruction should be carefully avoided.*

* * * * *

19.

Instruction in German includes exercises in speaking, reading and writing the language.

20.

In applied arithmetic, the children of the lowest division are expected to perform simple operations on any numbers, from one to one hundred, inclusively; those of the second division must practise similar operations on numbers of unlimited magnitude; while those of the senior division must be

taught how to calculate averages, and, also, the rules of practice, reduction, and simple proportion. The course for the higher class should include calculations in vulgar fractions, with applications of the same to ordinary mercantile operations, and an introduction, at least, to the knowledge of decimal fractions.

In schools of many classes the arithmetical curriculum is extended in the more advanced classes; calculations of profit and loss of a complicated character are introduced; and to the study of decimal fractions is added that of the square and cube roots.

In the practical application of these rules, the teacher should seek above all to impart the knowledge essential for commercial life; and special care must be taken to choose exercises for the scholars perfectly similar to the actual transactions of practical use in the counting-house or shop.

By such exercises the scholars are speedily familiarized with the ordinary system of measures, weights, and coinage.

21.

In geometry the prescribed requirements are—a knowledge of the properties of the line, and of the angle with its varieties, of the triangle, of the square, of regular figures, of the circle with its

circumference, segments, etc., and of rectangular bodies generally.

22.

All the children must practice drawing in the school simultaneously. They must all learn from the same models; and they are all expected to acquire, by the constant exercise of hand and eye, such facility in the art, as to be able to copy any figures placed before them, and even to represent such figures in enlarged or diminished proportions, with the help of a ruler, a measure, and a pair of compasses. At a more advanced stage, children who show a real talent for drawing have also an opportunity of copying sketches which are placed before them.

23.

Mechanical methods of teaching history, geography, and natural history are now entirely abolished. The use of lists of dates, or of kings' reigns, or of names of countries and towns with their population, or of names and characteristics of animals and plants, is therefore forbidden.

In history, prominent events and striking anecdotes of the ancient period of German history are to be read by the scholars; but only from the date of the Thirty Years' War, and the reign of the great Crown Prince, is the national history to be studied consecutively.

The first lessons in geography must treat of the province to which the children belong; after that a knowledge of the geography of the whole German empire, and of the principal features of the surface of the whole earth should be acquired.

The objects of instruction in natural history are —human life; the body, its form, its parts, its habits and wants; the animals, vegetables and minerals of our own country; the great, wild animals of foreign lands; the animals and the flora of the East; and those cultivated plants, the products of which are in daily use among us (as the cotton plant, the tea shrub, the coffee tree, the sugar cane).

In this department of instruction, the scholars should gradually be led to understand the ordinary, natural phenomena constantly under their notice.

24.

Singing lessons should consist of the practice of chorals and ballads, alternately.

25.

Boys of the middle and upper divisions must learn gymnastics during two hours each week. Whenever it is practicable, all girls in the middle and upper divisions of schools must practise needlework, two hours weekly.

A cursory glance at the above regulations serves

to show how well the present Prime Minister understood the business of the people's schools, and how admirably he succeeded in laying the foundation of a national system of education. He must have been guided, in drawing up his code, by the principle that the future of a country lies in the hands of those who instruct her youth. Every rule which he prescribes has a distinct reference to the requirements of ordinary, citizen life. Religion has its own fitting place in education assigned to it; but it is no longer set forth, as it used so preposterously to be, as the one sole end and aim to which all instruction must converge, whatever branch of knowledge might be taught. And the senseless method of learning by rote is entirely forbidden, as in no way serving the purposes for which it was designed.

There exist, under the names of burgher schools, middle schools, rectorial schools, higher boys' schools, or town schools, a considerable number of establishments, which offer, on the one hand, to their scholars a higher education than that which can be given in the graded people's schools; while, on the other, they exhibit a curriculum much better adapted to prepare the young for commercial or industrial life than that followed in higher class schools, for the most part. (Regulation by the Minister of Public Worship, October *15th, 1872.*)

In terms of the above-mentioned regulation, these middle schools must be managed in accordance with the following rules:—

1. They are not to supersede the schools of the people, in any locality; they are to supplement them. Each must have at least five graded classes, with an attendance of not more than fifty scholars. It may, however, be arranged that the highest class of a six-classed people's school shall work on the plan of the middle school.

2. Instruction in the middle school must be so arranged as to be a continuation of the course prescribed for the people's school of six classes. If there are only five classes in the middle school, the syllabuses of the three lower classes must be so distributed as to serve for two classes. If there are more than six classes, an extension of the general syllabus takes place.

Instruction is to be given only by teachers who, having passed the regular examinations, are recognized as competent for their office.

It would be tedious to describe the curriculum of the middle schools minutely here; suffice it to say, that, to the subjects taught in the elementary schools are added one (or, if required, two) of the living languages (French, English), with Latin where it is wished. When Latin is taught, it is intended as a preparation for the lower classes of the gymnasia; therefore the method of that gym-

nasium to which the greater part of the students of this branch are likely to go, is adopted in teaching it in a middle school.

SECTION II.—THE TEACHER.

I. His Education and Special Training.

Teachers of people's schools are, as a rule, prepared for the duties of their future calling in the seminaries. These institutions, which are conducted with almost monastic strictness, keep their students, as much as possible, from any communication with the outer world, in order that they may devote themselves exclusively to their studies; a plan which is frequently attended by unhappy results.

The Government, having ascertained that the seminaries do not, in all respects, answer their purpose, have, in the educational code about to be issued, directed certain alterations in their system of management.

Young people who intend to become teachers are usually prepared for the special training of the seminaries, in institutions called preparatory schools. But it is not indispensable to attend such schools before entering a seminary.

Prior to the annual admission of students, a public examination takes place in each seminary,

with regard to which the Minister of Public Worship issued, on October 15, 1872, the following orders :—

1.

Every teachers' seminary must appoint an annual examination, at which all young persons who desire to become students in the seminary must present themselves. The date of this examination must be publicly advertised by the provincial school college, in the official advertiser.

2.

All such persons—being within the prescribed limits of age—as have given due notice of their intention to present themselves at this examination must be admitted to it impartially, provided that they can produce certificates of blameless character and sound health, and can also prove themselves possessed of means to support themselves at the seminary, during the whole course of training; whether their previous studies have been carried on in people's schools, middle schools, gymnasia, technical schools, or preparatory schools, or privately.

3.

Notice of purpose to attend the examination must be lodged, at least three weeks before the

date of it, with the director of the seminary, whose duty it is to obtain proof of the correctness of certain certificates which must be enclosed with such notice; and, having done so, and satisfied himself that all the conditions required are fulfilled by the applicant, to send him a formal permission to attend the examination. But no applicant, having already failed at three such examinations, can be permitted to present himself at a fourth.

4.

Applicants for admission to this examination should be at least seventeen, and not more than twenty-four, years of age. But the college may occasionally permit the attendance of students of more advanced age, provided that no exception can be taken to their character or antecedents.

5.

Each examinee who has passed this preliminary examination, must thereafter submit to a medical examination, by the surgeon of the seminary, on whose opinion as to his soundness of body depends the final determination of the case.

6.

The examination must be conducted by the

authorities of the training seminary, presided over by a commissioner from the provincial school college.

7.

The examination must be both in writing and oral. The examinee will be required to prepare a short essay on some given subject, within the range of his own knowledge or experience; and also to hand in written answers to a list of questions proposed to him, on the various subjects appointed for the examination. The oral part of the examination must include every branch of knowledge taught in the seminary; viz., religion, the German language, arithmetic, geometry, geography, history, natural science, writing, drawing, music, and gymnastics.

But methods of teaching must not be included as subjects in this preliminary examination. The annual admissions to the seminary must take place immediately after the results of the examination have been declared.

There must be a director at the head of the seminary, with as many subordinate masters as may be requisite for the various departments.

A new method of teaching, and a new syllabus, were issued by the Minister of Public Worship for the Royal Teachers' Seminaries, on October 15, 1872. This is one of the measures by

which he has deserved the credit of having effected substantial improvements. Our space will not admit of our introducing in detail all the paragraphs of his method and syllabus. We shall only remark that he evidently keeps in view, throughout, the grand object of filling the seminaries with really able students, capable, not only of being trained as schoolmasters, but of being developed into thoroughly efficient, practical men.

It may, however, be useful to adduce the following leading instructions :—

The course of study at a seminary must extend over three years.

Every seminary must have two schools inseparably connected with it; viz., a graded people's school, and a one-classed people's school. In these the advanced students of the seminary are to practise teaching.

The students must be distributed, for the purpose of instruction, in three groups.

In the lowest group—or third class—the business is to bring all the junior pupils (who may probably have arrived at the seminary in many various degrees of intellectual progress) to the same level; so far, at least, as that all may be in a condition to receive the same course of instruction, and simultaneously.

In the middle group—or second class—the students acquire that extended knowledge, in each

branch of study, which will be necessary to them in after life, when they are called upon to impart what they know to others.

In the highest group—or first class—the special training of the seminary is completed; and when the students have attained to it, they begin to practise the art of teaching, in the schools connected with the seminary, under the guidance and supervision of the professors.

Every student in the seminary is obliged to learn all such subjects as are included in the syllabuses prepared for the people's schools; and he must learn, besides, the art of teaching.

But the study of French, English, or Latin, is in no case compulsory.

As a rule, the French language should be preferred to either of the others, as a subject of study.

The instruction given to seminary students should be a model of that which they, in their turn, will be expected to impart to their pupils.

As before stated, we must pass over all the details of the course of instruction in the seminaries; we ought not, however, to close the subject without adding that it is entirely and conspicuously free from that sectarian bias by which the course prescribed in 1854 was disfigured; and, in every respect, admirably adapted to supply the educational requirements of the future teachers of the people.

The Seminary of Berlin ought to be mentioned as specially well suited for the training of teachers to be employed in towns' schools. It was organized in accordance with an arrangement made by the School College, on February 13, 1833.

This arrangement has a threefold scope :—

1. To qualify teachers for towns' schools, both theoretically and practically.

2. To promote the higher education of assistant teachers in Berlin, by means of lectures and other suitable methods, especially by granting them the free use of the library of the seminary.

3. To give the theological students of Berlin an opportunity of making themselves acquainted, theoretically and practically, with the organization and working of the people's schools.

II.—Examinations of Teachers of People's and Middle Schools, and of Rectors.

On October 15, 1872, the Minister of Public Worship issued an order that such examinations should be held, and with the following regulations :—

I.—*Examinations of Teachers of People's Schools.*

1.

Having gone through the entire curriculum of the seminary, each student must undergo a final

examination. Should he succeed in passing it, he will receive a certificate entitling him to fill the office of a teacher, provisionally.

2.

To this examination may also be admitted candidates for the office of teacher, who have *not* gone through the curriculum of the seminary, if they are at least twenty years of age, and if they are able to produce competent testimony to their good, moral character, and to their physical fitness for their intended profession.

* * * * *

4.

The examining body is to consist of the Commissioner of the Royal Provincial School College, as president; a commissioner from the governing body of the province in which the seminary is situated; and the director, with the whole professorial staff of the seminary.

The district school inspectors of the province may be present at the examination.

5.

The work to be done in writing is as follows :—

1. A composition, in German, on some topic connected with scientific methods of training and

educating the young; or on the methods of teaching the German language and literature.

2. An essay on some religious subject.

3. The solution, fully written out, of three problems in geometry and arithmetic.

4. Answers to three questions, of which one will be in history, another in natural history, and the third in geography.

5. The notation of a chorale, by such as have taken lessons on the organ.

6. For those who may have studied any of the voluntary subjects, there is added the translation of an extract from a German author into a foreign language, and that of a similar passage from the foreign language into German.

6.

At the practical examination, the student must prove his ability to teach, by giving a lesson on one of the ordinary subjects of the school syllabus. The topic of the lesson will be intimated to the student, two days prior to the examination; and he will be required to bring with him copious notes of the lesson which he has prepared.

7.

The oral examination must embrace all the subjects taught in the seminary. When the written work of a candidate is eminently good, the

examiners are at liberty to dispense with the oral examination, or with a part of it, in his case.

8.

In the case of Jewish candidates, religion must not be included among the subjects of examination.

9.

On the ground of having passed this examination, candidates are to receive a certificate, to which the committee of supervision must add an attestation of the holder's being duly qualified for the provisional tenure of the office of teacher of an elementary school.

10.

At least two years, and at farthest five years, after this first examination, the teacher of a people's school must again present himself at one of the teachers' seminaries of his own provincial district, and there submit to a second examination, in order to earn a certificate of fitness for a permanent appointment.

11.

The examining body is the same as at the previous examination. The date of this examination must be duly intimated in the official advertiser.

12.

Notice of purpose to attend this examination must be sent to the provincial college, at least four weeks before the appointed date of it, through the hands of the district school inspector. Together with such notice, there must be enclosed :—

1. A certificate from the local school inspector.

2. An original essay by the examinee, on some theme selected by himself, with an accompanying affirmation that he has used no other help in composing it than such authors as he may mention.

3. A drawing executed by the examinee.

4. A specimen of copy-writing. Both the drawing and the handwriting he must certify to be his own.

13.

The written examination, on this occasion, is to consist of a paper on some detail of school organization; an essay on some part of the prescribed course of religious instruction; and another essay on some subject universally taught in the people's schools. Jewish candidates must write two essays of the latter description.

At the practical examination, the candidate must give a model lesson on some one of the subjects in the syllabus, of which he will be informed the day before the examination.

The oral examination consists of questions on the history of teaching, the science of education, the classification of schools, and the best methods of teaching individual branches.

14.

On the ground of having passed this special examination, the examinee receives a certificate, to which the committee of supervision annexes an attestation, that the examinee is now duly qualified for a permanent appointment.

II.—*Examinations of Teachers for Middle Schools.*

1.

A right to hold the position of teacher in middle schools, and higher-class girls' schools, can be obtained only by passing the examination for teachers of middle schools.

2.

To this examination will be admitted—clergymen; candidates for the pastorate; candidates for professorships in philology; and any teachers of people's schools who, having already passed their second examination, have been able, since then, to increase their knowledge and accomplishments, to an extent beyond the requirements of their actual position.

3.

The date of this examination, which must be held half-yearly, must be fixed by the school college twice every year, and publicly intimated on each occasion, a month beforehand.

4.

Notice of purpose to attend this examination must be accompanied by—

1. An autobiographical sketch of the candidate.

2. Certificates of the education previously received, whether in schools or universities, and of the examinations already passed, whether in theological or philological institutions, or in one of the seminaries.

3. A certificate from the proper authorities of the actual efficiency of the candidate, in public school work.

Those who have hitherto held no public office must enclose, instead of the last mentioned certificate,—

4. An official certificate of blameless character.

5. An attestation of normal soundness of health, given under the hand of a physician duly authorised to examine such candidates officially.

5.

The examining body, whose sittings are held within the provincial college, consists of a com-

missioner from that college, as president; two of the head officials, termed Government councillors; the director of a seminary; the head master of a seminary; and the head master of a gymnasium: the two last mentioned being nominated by the Government councillors.

6.

The examinee must, within the space of six weeks, write an original essay, in scholarly fashion, on some theme assigned to him by the provincial college. He must affirm that he has used no other means of help in composing it, than such as he may have indicated.

7.

This examination is of a two-fold character. There must be a theoretical examination, written and oral, and a practical examination.

8.

At the written examination, the candidate must compose an essay on some point connected with pedagogy; a translation (or translations) from a German author into any of the foreign tongues, for which he may desire to obtain a certificate; a translation (or translations) from the same tongue (or tongues) into German; and a paper on a subject which will be assigned to him on one or

other of the following branches of school knowledge—religion, history, mathematics, or natural science.

9.

At the practical examination, the examinee must give two model lessons, on different subjects.

10.

The oral examination, which is held in presence of the whole body of examiners, consists of a series of questions which may include the whole range of subjects compulsorily taught in the public schools, except music, drawing, writing, and gymnastics.

11.

The candidate who has successfully passed this examination, receives a certificate of fitness for the office of head master in middle schools, or higher-class girls' schools.

* * * * *

III.—*Examinations of Rectors.*

1.

The right to hold the position of director of a seminary, or that of superintendent of a public preparatory school, or rector of a middle or higher-class girls' school, or to take the direction of high-class private schools of the same description

as the middle schools, can only be obtained by passing the rectors' examination.

2.

To this examination will be admitted — (1.) clergymen, teachers, candidates for the pastorate, or for professorships in philology, who have already passed the examination of middle-school teachers, or that of higher-class teachers, and have served as teachers in public schools, at least three years; (2.) clergymen, teachers, candidates for the pastorate, or for professorships in philology, who, having already been employed in one of these offices, may, with the approbation of the provincial college, be released from the usual obligation to pass the preceding examination for middle-school teachers, if, in the exercise of their office, they have manifested exceptional abilities; (3.) any gentlemen of the classes specified in Nos. 1 and 2, who may be offered an appointment to a school of which the curriculum is less extended than that of the middle schools, but which has hitherto always been directed by a rector; or to a private school of the same character as the graded people's schools.

3.

The rectors' examination must be held half-yearly, within the provincial school college, im-

mediately after that for middle-school teachers, and by the same body of examiners. It must be duly intimated beforehand, in the official advertiser.

4.

Notice of purpose to attend this examination must be accompanied by documents precisely similar to those required from candidates for the middle-school teachers' examination.

5.

Each examinee will be required to compose, within the space of eight weeks, a scientific treatise, on some topic connected with the education and training of teachers, or with the organization of schools. Along with this treatise must be handed in an attestation that he has borrowed information from no other sources than those which he may indicate.

The subject of the treatise will be assigned to him by the provincial college.

6.

Such of the examinees as cannot produce credentials of practical efficiency as teachers, will be required to give a model lesson, but will be permitted to select the subject of it.

The oral examination will be held in presence of the whole examining body.

It will consist of questions ranging over the

whole department of pedagogy, as well as on the training of teachers, and on the connection of such training with the science of psychology; but chiefly, however, bearing on method, school organization, aids in teaching, and literature suitable for children and young people.

7.

After passing this examination, each of the examinees will receive a certificate of his fitness to hold the position of rector of a middle school, that of director of a higher-class girls' school, or that of superintendent of a public preparatory school.

SECTION III.—THE SCHOOL INSPECTORATE.

The superior officials charged with the supervision of public schools, have already been mentioned in the introduction; we must now speak of the local authorities who inspect schools in one town only, or within a very limited district.

I. Rural School Inspection.

The inspection of country schools is commonly carried out by school committees, consisting partly of permanent members, partly of members who are changed at regular intervals. The permanent members are usually the great man of the parish, the clergyman, and the mayor, or chief magistrate of

the community. The other members, of whom there are usually from two to four, are fathers of families, and are elected by the community.

The choice and organization of these committees are regulated by instructions from head-quarters, which, however, are not of the same character in every district. In addition to this, a certain control over the schools may be entrusted to the local clergy; but they have exercised it only in the name of the State, ever since the School Code referred to in the first part of this *résumé* has been in force; and, ere they are permitted to hold any such office, due care is taken to ascertain that they acknowledge the authority of the code. Naturally, the duties of local school inspection can be discharged equally well by laymen, on whom they now, indeed, devolve, for the most part.

II. Urban School Inspection.

The inspection of towns' schools is the business of school deputations, as they are called. The formation of these bodies was declared desirable by an order of State, of date November 19, 1808; and another order, of May 30, 1853, added to their authority; yet not unconditionally, since the appointment of a school deputation in any town is optional, not compulsory.

But the towns, almost without exception, have now resolved to elect such deputations, each of

which is composed of three magistrates, three state officials, and three members, specially chosen as well acquainted with the business of school management.

All the members of deputations hold office during a term of six years.

Meetings of school deputations take place at certain fixed times, in the council-houses of their respective towns. The magistrates control the actings of these deputations; the burgomaster ordinarily presides at their meetings. There is a local school inspectorate in each town, of which we shall speak in the following paragraph.

III. District School Inspectorate.

The supervision of the schools of a district is mostly in the hands of the district school inspectors, whose office was formerly exercised, in nearly all cases, by Protestant clergymen or Catholic priests, but is now entrusted only to persons who have satisfied the Government of their loyal adherence to the law as it at present stands.

The directors of seminaries also are obliged to go over a portion of the districts for which their seminaries provide teachers, every year, for the purpose of inspecting the country schools.

Finally, the provincial magistrates, as organs of the Government, must combine to inspect the schools of their provinces, at stated periods.

IV. Inspection of the Educational Establishments of Berlin.

Of course, a staff of school inspectors very much larger than that of any of the other towns is requisite for the Capital, where there is such an extensive system of schools. At the head of the Berlin School Inspectorate are the magistrates, several of whom are what are called school councillors. Under their authority, the school deputations examine and report on the schools. The several schools are arranged under this or that deputation respectively, according to circumstances.

Besides this, the rectors or head masters of all large schools are bound to exercise a diligent supervision of the establishments over which they preside.

* * * * *

[Section IV. of this chapter is altogether omitted, because it treats exclusively of the methods taken to raise and distribute the money requisite for the payment of the teachers and other officials employed in the business of the public schools of Prussia, and contains no information regarding the educational system of that country.]

SECTION V.—ATTENDANCE AT SCHOOL, ETC.

In the twelfth chapter of the second part of the Common Law of Prussia, we find it decreed, that

every inhabitant of the country who either cannot or will not provide for the suitable education of his children in his own house, is bound to send them to a public school, on their having completed their fifth (now more usually their sixth) year of life. On this fundamental regulation are based a great variety of minor ones, issued either by the Minister of Public Worship, or by the Government, all assuming the absolute necessity of universal and thorough education for the people.

1.

Exceptions to the rule that children must go to school on the completion of the fifth (or sixth) year, can only be permitted in the case of children afflicted with some bodily ailment or mental defect; or in the case of such as live at a considerable distance from any school, who may be allowed by the authorities to postpone attendance at school till after they have turned seven years of age.

Children are obliged to receive the whole course of instruction (excepting religious instruction) given in the school which they attend, unless in the cases where the teacher is specially authorized to dispense with their presence at certain lessons.

2.

Every child must attend school regularly until,

in the opinion of the district school inspector of the locality, he has attained the amount of knowledge necessary to every person of sound mind in his rank of life.

And the termination of the school period usually coincides with the date of confirmation, in the case of Protestant children; in that of others, with the completion of the fourteenth year.

3.

Admission to schools commonly takes place at the half-yearly terms, it being arranged that all children completing their fifth (or sixth) year, between the 1st of January and the 30th of June, enter school at the Easter term; while those who complete their fifth (or sixth) year between the latter date and the 31st of December, are received at the Michaelmas term. At these terms, parents whose children have reached the school-going age must intimate the same to the teachers, without waiting to be summoned.

4.

On the removal of families from one school district to another, the heads of such families must enter their children's names on the register of the school of their new district within eight days after their arrival.

5.

Protestant children are usually released from the obligation to attend school, immediately after they have been confirmed; other children, at the first term (either Easter or Michaelmas) after they have attained their fourteenth year.

School attendance can be dispensed with, prior to the above-named periods, only in the case of children of exceptional proficiency, which must be attested by the teacher and the district school inspector.

6.

Irregular attendance at school, and neglect to enter the children's names on the school register at the period prescribed by law, are statutory offences, for which penalties are prescribed in the Act of May, 1852. The local police authorities have the power to issue a mandate to carry out the judicial sentence against offenders, within ten days. Should the mandate be incorrectly dated, the police are empowered to put it in force within the proper time. The penalty falls on the party whose duty it is to provide education for the child or children.

In existing wedlock this party is the father. If the father is dead the duty devolves on the mother. Failing both parents, the grandparents have the

first right to the charge of the children; and, after them, brothers and sisters, uncles and aunts, etc.

In exceptional cases, the Court of Guardians may commit the education of children to a guardian, who thereafter assumes all the rights and responsibilities of a parent in the education of his wards.

When children of school-going age are serving strangers, in the capacity of young teachers or nursery maids, their masters, especially if these are teachers, are held bound to care for the education of the children thus retained in their households, as if they were their parents or guardians.

The judge of the Court of Guardians must provide for the education of the children of divorced parents; and it rests with him to decide who is to take authority over such children, and be responsible for their attendance at school.

The education of children born out of wedlock is ordinarily the duty of the mother, because she generally undertakes to maintain them, at her own expense, after they have completed their fourth year. But should she refuse so to do, then the father is obliged to bring them up. It sometimes happens, however, that this duty cannot be entrusted to the father, without serious disadvantage to his children; and, in such cases, the Court of Guardians may, if they think fit, place the children

under their mother's care at the expense of their father.

But, in case both the parents are ill-conducted persons, the court ought to appoint a stranger as guardian to the children; and he must see that they go to school regularly.

7.

The following arrangements have been adopted in most of the provinces to insure regularity of attendance at school.

In each school district a list of all the children of school-going age must be framed, either yearly or half-yearly as the circumstances of the locality may require. This list must be appended to the current syllabus of lessons which is published for the schools of the district.

The collection of these statistics is the business of the school deputations, in towns; in rural districts, it falls to the schoolmasters to frame the lists; but the school committees must ascertain that these are correct, and carry out the intentions of the Government with regard to them.

In towns, the magistrates, in rural districts the chief magistrate, must provide the deputation, committee, or schoolmaster with all such information regarding the inhabitants of their communities as may be requisite for the preparation of correct lists of scholars.

These lists must be handed to the teacher of each school, at the beginning of the yearly or half-yearly term.

Taking his list of scholars as a guide, each teacher must regularly record the names of absentees, in a book prepared for the purpose, according to a prescribed form.

This list must exhibit every case of truancy which occurs, even when a good reason for it has been assigned.

Absence from school is justifiable only in the following cases :—

1. On account of illness. A child's illness should be intimated by the parent or guardian on the third day, at latest, to the teacher, in order that he may satisfy himself as to the real state of matters.

2. If temporary leave of absence has been granted to the child, on reasonable and sufficient grounds.

The schoolmaster must apply for such leave of absence, on behalf of any of his scholars, to the local school inspector, from whom he should, as a rule, receive a written form granting the same, before he suffers the scholar to absent himself. The local school inspector is empowered to grant a child leave of absence for four weeks; but if a longer period is desired, it can only be granted by the district school inspector.

3. When the weather is very inclement, in the case of children living at some distance from the school.

The teacher should make a note of the days on which the school attendance has been diminished by the state of the weather, as that will serve to account for the absence of scholars on the days in question.

It rests with the local school inspector to decide whether or not the reasons alleged by scholars for absence from school, on any day, can be accepted as sufficient.

Teachers are, as a rule, obliged to send monthly to the local inspector two copies of their complete list of absentees for the past month; or should no cases of absence have occurred within the month, to intimate that fact to the inspector.

When fines are to be inflicted on negligent parents, or guardians, who have failed to send their children to school regularly, such deputations or school committees must intimate the same to the heads of police.

Money obtained by such fines goes to the school fund.

If the parent or guardian pleads inability to secure the regular attendance of his children at school; or if he will not exert himself to secure it; then the school deputation or school committee of the district may instruct the police

authorities to send an officer to conduct such refractory or neglected children to school daily, until they acquire better habits and go thither of their own accord.

Acts were passed, in March, 1837, and May, 1853, regulating the employment of juvenile workers in factories.

But these have been superseded, by the Factory Act of June 21, 1869; regarding which we need only say that its provisions apply equally to the owners of mines, foundries, and quarries or pits.

The choice of the school which a child is to attend rests with his guardians; but it must not be what is called a *hedge school.*

Before a child can be received into any school, his vaccination certificate must be produced.

With regard to school vacations, particular rules and instructions have been issued, for each province separately. To quote them in these pages would, of course, be out of the question; but we may cite the three chief rules, which are of universal application.

1. The schools must all be closed during the three chief festivals of the church; and, on each of these occasions, the vacation is to include, not only the festival day, but the previous afternoon and the following day, or next few days.

2. During the harvest season, a vacation of from four to six weeks must be allowed. The date and length of this vacation ought usually to be determined by the local authorities.

3. In addition to the above, holidays must be allowed on the occasion of yearly fairs, school examinations, and the like. National days of rejoicing, as the king's birthday, are also to be kept as school holidays.

The question of religious instruction assumes practical importance chiefly in the case of mixed marriages, *i.e.*, marriages in which the contracting parties are of different religious denominations.

In Chapter 2, of Part II. of the Prussian Common Law, it was decreed that the sons of such marriages should follow the religion of their father, and the daughters that of their mother. But a statute of November 21, 1803, annuls this decree, by prescribing that all children born in wedlock must be educated in the religion of their father, and that no parents have a right to enter into any compact by which this legal obligation may be set aside. By a ministerial proclamation of August 17, 1825, mutual agreements, on the part of parents, to act in contravention of the law, in this particular, are pronounced to be null and void.

Orphans must be educated in the religion of their father.

But, should the father have changed his religious denomination on his deathbed, the children must be brought up in that to which he formerly adhered.

If, however, such a change had taken place at least a year prior to the death of the father; and if, during that period, the children were instructed in his newly adopted religion, then they must continue therein, until they are fourteen years of age, after which they are at liberty to choose for themselves to which church they will belong.

After the death of the father, the Court of Guardians must take measures to secure that his children shall be educated in his creed.

As has already been mentioned, children commonly leave school at the period of confirmation, *i.e.*, the solemn renewal of their baptismal engagements; and they then receive a certificate that they have passed through the necessary course of study. There is a prescribed formula for such certificates.

As candidates for confirmation are obliged to prove themselves acquainted with all the important elements of religious knowledge, they always undergo a special course of religious instruction, in anticipation of this solemnity.

* * * * *

SECTION VI.—DISCIPLINE.

Teachers are required to exercise the utmost moderation in inflicting punishment.

To secure order in the school, a teacher may employ not only admonition and reproof, but even corporal chastisement, if necessary; but the latter must never be of such a nature as to endanger, even remotely, the health of any child to whom it is applied.

If a teacher punishes a child too severely, *i.e.*, so as to inflict a wound or bruise on his person, or to injure his health, a strict judicial investigation into the circumstances must take place, and the teacher is liable to be sued at law for damages.

Should a teacher consider that he cannot subdue the bad temper of any particular child, or correct the tendency of such child to vicious or unruly acts, by gentle chastisement, he must bring the facts of the case before the local school inspector, or the president of the school deputation or committee.

This officer must investigate the matter most strictly; and, having done so, must proceed, together with the parents of the child, to adopt the means which appear most likely to effect some improvement in the child's disposition.

But, even under such circumstances, chastise-

ment, though inflicted by the parents, must never exceed the limits prescribed by law.

Any complaints by parents of undue severity to children on the part of a teacher, must be formally lodged with the school authorities. No parent is permitted to intrude on a teacher, either in his dwelling-house or in the schoolroom, for the purpose of calling him to account for any part of his conduct towards his scholars.

SECTION VII.—SCHOOLS OF THE SAME CHARACTER AS ELEMENTARY PEOPLE'S SCHOOLS.

Under this head we reckon: *crèches*, primary schools, orphanages, ragged schools, foundling hospitals, and training institutions for the deaf and dumb, and for the blind.

All such institutions are founded with special and definite objects. And as, generally speaking, every one of them is governed by its own peculiar laws, which have received a special, royal sanction, it is not possible to include the whole of them in any general description. Each pursues, in its own way, the noble end of promoting the physical, mental, and spiritual welfare of the particular class for whose benefit it exists. And each, for the most part, possesses certain corporate rights, and is subject to national supervision.

SECTION VIII.—JEWISH SCHOOLS.

A decree of July 23, 1847, regarding the social position of citizens of the Hebrew faith, contains the following orders as to the education of Jewish children.

§ 60 (of the Act relating to the Jews).

As regards the requirements of the Education Code, Jewish children are to be included, in the school lists, with the other school-going children of their district, and are held bound, in like manner with others, to attend the ordinary, elementary, public schools.

§ 61.

Jews are obliged to send their children regularly to one of the public schools of their district, during the period of life when attendance at school is obligatory, unless they can satisfy the proper authorities that their children are receiving due elementary instruction through some other channel, *e.g.*, by private domestic teaching, or by regular instruction in some other school, whether of public or private character, where the kind and amount of knowledge required by the Government are imparted to the pupils.

§ 62.

Jewish children are not expected to receive any instruction in the Christian faith; but, instead thereof, each synagogue is required to take means to supply every child connected with it with thorough instruction in the elements of his parents' faith. And only such persons as have been declared, by the State, competent to teach elementary schools, can be authorized to undertake the special religious teaching of the young.

§ 63.

As a rule, special schools for Jewish children cannot be encouraged by the State. But it is allowable for the Jews, in their own interest (the sanction of the school authorities having been obtained), to form associations for the erection of private seminaries for children of their own community. In such seminaries, all the existing regulations with regard to secular instruction must be complied with.

Moreover, whenever there exists, in any locality or school district, a mixed population of Christians and Jews, sufficiently numerous to enable the authorities to establish a separate school for Jewish children, without imposing any additional taxation on the Jews, it is lawful for the authorities to erect such a school, should the synagogue desire

it; always provided that the common interests of all the schools are in nowise injured thereby.

§ 65.

The sanction of the Government is necessary, in order to the legal establishment of the separate schools above mentioned. Therefore, the local authorities, wherever such a scheme is contemplated, must, as a preliminary step, forward to head-quarters a draft of their plans, with all details and explanations requisite for a right understanding of the same.

§ 66.

Should the Government and the local authorities concerned thereupon arrive at a mutual agreement, as to the eligibility of the separation in question, and as to the conditions on which it is to be effected, the Government, being possessed of the necessary powers, should forthwith proceed to the completion of the business.

§ 67.

The functions of a Jewish school, established according to sections 64-66, are precisely the same as those of other public schools, and it possesses equal rights with them. Every such Jewish school should have particular regard to the following rules:—

1. Instruction in the school must be given in the German language.

2. The erection and maintenance of a separate Jewish school is expedient, only where the Hebrew members of the community have not organized an association to undertake the education of their own children independently.

3. When the municipality is burdened with the support of the local schools, the Jews must, on the occasion of the erection of a special school on their behalf, demand the sum required for that purpose, from the common municipal fund. The amount of the sum allowed to them should be estimated with due regard to the amount contributed by the Jewish rate-payers to the common fund; to the expenses which have already been incurred, in the erection of ordinary public schools in the place; and finally, to the diminution of the constant, current expenditure on the ordinary system of schools, by the withdrawal therefrom of Jewish children, and their transference to separate schools.

Should the local parties concerned fail to arrive at a friendly understanding with regard to an affair of this kind, the terms on which the separate school is to be permitted must be settled by the Ministers of Public Worship and of the Home Department.

4. When the Jews undertake the support of a public school for themselves, they are, conse-

quently, exempted from paying school rates, and, in short, from all immediate and personal contributions towards the maintenance of the ordinary schools of the place.

5. The right to attend these separate Jewish schools is strictly confined to children of the Hebrew faith. But, as was stated in the introductory remarks, it was enacted on January 31, 1850, that, in organizing the people's schools, and determining the character of the public, religious instruction to be given therein, the strictest possible regard was to be had to the proportions of the various religious denominations in the population of each locality. So that there are certain communities in which, according to the scope of this enactment, and in terms of Acts 12 and 25 of the Education Code, the only public schools must probably be Jewish; and these Jewish schools must be supported by the public, just as Christian schools are, in most districts.

These extracts from the Code, relative to the elementary schools of Prussia, are sufficient for our purpose; we now propose to turn our attention to some of the regulations of the higher-class educational establishments.

CHAPTER III.

HIGHER-CLASS PUBLIC EDUCATIONAL ESTABLISHMENTS.

CLASS I.—THE GYMNASIA.

SECTION I.—GENERAL REMARKS.

THE object of a gymnasium is to qualify students of the male sex for entrance on the particular course of study necessary for the profession which they may choose; in other words, a gymnasium is an advanced school, which undertakes to prepare youths for the university.

The subjects taught at the gymnasia are as follows: The German, French, Latin, and Greek languages; theology; the elements of philosophy; mathematics; physics; natural history; history; and geography. The Hebrew language is taught to those who purpose to study divinity. Finally, as a means of developing and strengthening the physical powers, gymnastics are practised.

Particular importance is attached to the know-

ledge of the ancient tongues, for two reasons: first, because a certain acquaintance with them is required in any special course of study to be entered on at a later date; and secondly, because—as is generally believed—the acquisition of the Greek and Latin languages is, in itself, and apart from any ulterior object, a noble species of mental cultivation.

A gymnasium is, as a rule, distributed into six classes, each of which is usually subdivided into two sections. These are distinguished in school nomenclature as upper and lower first-class, upper and lower second-class, etc., etc.

At the head of the whole establishment there is a rector. Each class is under the direction of a separate professor. Particular rules have been issued for the guidance of the rectors and professors, respectively, in the discharge of their functions. But it is quite unnecessary to cite any of these here. The scope of them is to direct the concentrated efforts of the rector and his professors towards rendering their institution, as a whole, and every individual class in it, to the utmost possible extent, efficient in promoting liberal education and a high moral tone among the students.

It is the special duty of the rector to superintend all the educational work, and to enforce discipline in all the departments.

Progymnasia, as they are called, are public schools which profess to prepare students for the gymnasia, and which ordinarily qualify them to join the third or fourth class of a gymnasium.

In order to enter a gymnasium, a boy must, in most cases, have completed his tenth year; but there is no precise rule on this point.

The rector must hold an entrance examination annually, immediately before the commencement of the school year, in order to ascertain in which classes the students about to be admitted should be placed.

This examination should be conducted either by the rector himself, or by one of the professors selected by him for this duty.

The names of students must be recorded on their first arrival, by the rector, in a register kept by him for that purpose; and they should be informed at once of all the rules of the establishment, and introduced to their own class.

The reception of fresh students is to take place on certain fixed days, which should be indicated on the school syllabus, or made public by some other method.

Entrance in the middle of the term cannot be permitted. If parents or guardians, residing at a distance, desire that their children should be admitted to a gymnasium in the middle of a school year, all that can be done to meet their wish is to

allow the children to attend classes in which they may make such progress as to be better prepared, at the beginning of the following school year, to become regular students in any class for which they are found qualified.

Intending students are required to bring to the rector proof of vaccination and re-vaccination, or of having been thrice vaccinated without effect. A certificate of having left the school previously attended in a regular manner, must also be shown.

A fee, varying in amount in the different gymnasia, is charged for the entrance examination and registration.

SECTION II.—THE TEACHER.

I. Teachers' Examinations.

The education of professors in higher-class schools is not, like that of elementary teachers, acquired in seminaries specially destined for them. It consists, rather, in a course of three years' study at one of the universities, during or after which the student may attend a course, in one of the seminaries for higher-class teachers, at Berlin, Breslau, or Stettin. But such attendance is not obligatory.

The object of the latter institutions is to give a practical insight into the art of teaching.

Rules for the examination of professors in schools of more advanced learning are contained in

an edict of June 12, 1810, and in a regulation of April 20, 1831.

The chief of these are as follows :—

1.

Examinations of candidates for teacherships of high grades are to be conducted by a learned body of commissioners, in the name of the Royal Provincial College. They are to be held in Berlin, Königsberg, Breslau, Halle, and certain other university towns.

The following classes of persons are required to present themselves at these examinations :—

(1.) The future teachers of any public educational establishments, whether supported by the crown or by private munificence, which are recognized as preparing students for the universities.

(2.) The future teachers of such schools, whether under royal or municipal patronage, as prepare their scholars to enter the second or third classes of the schools specified in (1).

(3.) The future teachers of such public schools of advanced learning as the higher municipal and technical schools, or private seminaries of a like class, which extend their curriculum considerably beyond that of ordinary towns' schools, and aim at giving their students a complete education, consisting chiefly of a thorough course of mathematics and natural science, enriched and varied, however,

by historical and geographical lore, as well as by an accurate study of the language and literature of Germany, and a certain amount of the Latin classics.

(4.) Future military chaplains, considered in their capacity of teachers of the Royal Division Schools.

3.

Professors of drawing, penmanship, and singing are not classed with ordinary teachers, and, therefore, are not required to pass any such examinations as these.

They have their own special examinations, which have reference, for the most part, to their own peculiar branches of art.

4.

The examinations conducted by the learned body of commissioners are the following: (1.) An examination for a general licence to teach (*pro facultate docendi*); (2.) an examination for particular offices (*pro loco*); (3.) an examination for the higher offices of the profession (*pro ascensione*); (4.) an examination for the office of rector of an advanced school (*colloquia pro rectoratu*).

A. *Examination for Licence to Teach* (pro facultate docendi).

This examination is intended merely to ascertain the capabilities of the examinees for the profession of teaching in general. Candidates are strictly tested as to their knowledge of the German, Greek, Latin, French, and Hebrew languages, of mathematics, physics, natural history, geography, history, philosophy, theology, and school organization.

And any candidate may further demand to be examined in a branch not specified in the above list, if such branch be of probable use to the teacher of any of the schools mentioned in No. 2.

Candidates who have preferred to devote themselves to the study of mathematics and natural science, and who design to prepare themselves only for teaching in higher municipal or technical schools, may, if they desire it, be exempted from the Greek and Latin examinations.

6.

Written summonses to attend such examinations are issued, by the learned commissioners, to all candidates who have handed in to them, in due form, the following documents:—

1. A certificate from a body of examiners,

referring to the proficiency of the holder, in his university studies.

2. A certificate of the candidate's having fully completed the regular course of three years of academical study; of the lectures attended by him during this period; and of his good, moral conduct throughout his residence at the university.

3. An autobiographical sketch, written in Latin, which must, especially, contain information regarding the candidate's course of study. Candidates who contemplate seeking future office in higher municipal or technical schools, are at liberty to write this paper in French, if they prefer it to Latin.

Together with the above, each candidate must hand in a written statement of how far he wishes the approaching examination to extend; *i.e.*, whether he desires to be empowered to teach the lower and middle classes only, in the mean time, or whether he chooses to be examined for the higher ones also.

NOTE.—Foreigners can only be admitted to this examination by the express permission of the Government.

7.

This examination should generally consist of the composition, by the candidates, of several papers on various subjects; the delivery of one or more

model lessons by each; and, finally, an oral examination.

Each candidate should receive two or three separate subjects for his essays, which, at the time appointed by the commissioners, he must be prepared to hand in to them, together with an acknowledgment of any assistance of which he may have availed himself in composing them.

At least one of the essays should usually be written in Latin; but French may be employed, instead of Latin, by candidates desirous only of qualifying themselves for teaching in higher municipal or technical schools.

Each of these papers is examined separately by the members of the commission; and, on the final day, its merits are considered, together with the oral work of the writer, in order to the determination of the class of his certificate.

8.

Each candidate must give a model lesson to a class assigned to him by the commission, in presence of those commissioners in whose special department the subject of the lesson lies.

This lesson is designed to test the candidate's powers of communicating instruction.

9.

The oral examination is held with a view of

ascertaining whether the candidate possesses a competent knowledge of all the sciences with which a teacher of the highest grade ought to be more or less familiar.

10.

No more than three candidates, and these only such as purpose to become teachers of the same kind of schools, can be allowed to undergo the final examination simultaneously.

11.

Whenever the results of this examination have been declared, successful candidates are entitled to be licensed as teachers, either conditionally, or unconditionally, as teachers of certain subjects, or of the higher, middle, or lower classes. With reference to the former class, it should be noticed that, according to a special regulation of April 20, 1831, to such candidates as are sufficiently well versed in one or other of the chief departments of knowledge to be able to teach it to the higher classes in advanced schools, and yet fail to satisfy the requirements of the Code, in one or more of the other subjects with which, in the interest of higher education, the State insists that teachers of a higher grade must be, to a certain extent, acquainted, licence to teach can be granted

only on condition that they immediately betake themselves to supplying what is wanting in their own education.

Such candidates can only be admitted to further examination, in order to becoming qualified for a particular office, on proving that they have acquired the knowledge which they lacked at the previous examination.

A certificate of the results of this examination is granted to each candidate.

A candidate who is unable to satisfy the commissioners, in any important particular, must be rejected. But such a one may, after a certain interval, limited by the commissioners, present himself anew for examination.

12.

Candidates who possess the degree of doctor or master of arts in one of the national universities, on the ground of having published some work of merit, are exempted from the written examination. They must, however, give a model lesson, and also submit to the oral examination.

13.

In order to develope, as far as possible, the teaching powers of candidates for high positions in the profession, as well as to test their practical efficiency, all candidates who have been licensed to

teach, conditionally or unconditionally, are required to spend a year in teaching in a gymnasium, or higher municipal or technical school, before they are permitted to offer themselves for independent offices in advanced schools.

During this year of probation, such candidates are considered to be actually teachers; and, wherever circumstances admit of it, they receive a suitable remuneration for their services.

At the end of the year, they are entitled to certificates of their services from their head masters.

14.

Members of seminaries for the teachers of advanced schools in Berlin, Breslau, Königsberg, or Stettin, need not undergo the year of probation, provided they have obtained their licence to teach, either conditionally or unconditionally, before entering the seminary.

B. *Examination for Particular Offices* (pro loco).

15.

The object of this examination is to test the fitness of a teacher for holding office in a school of one of the classes enumerated in No. 2; * and it can only take place when a candidate is actually chosen to fill a special office.

* Page 58.

16.

The examination being appointed on behalf of a particular candidate, any such persons as have received a licence to teach, and have also fulfilled their year of probation, may be admitted to it.

17.

No written work is required at this examination. Each examinee must give several model lessons, and must also undergo an oral examination.

18.

The oral examination should extend over all the branches taught in the particular school to which the candidate has been elected. The requirements vary according to the description of school in question, whether, *e.g.*, a gymnasium, or a normal school; and also according to the class which the candidate will have to teach.

A certificate must be given to the candidate at the end of the examination.

19.

When a candidate is elected to any office in a school of one of the classes enumerated in No. 2,* within three years after being licensed to teach, if he has fulfilled the required year of probation, and obtained a certificate from a head master of prac-

* Page 58.

tical efficiency in his profession, this examination (*pro loco*) may be altogether dispensed with in his case.

20.

Candidates intended for military chaplainships are unconditionally admitted to this examination. They are not required to produce certificates. The oral examination in their case should be in mathematics, history, geography, German, and French. They must also give several model lessons.

C. *Examination for a Higher Office* (pro ascensione).

21.

This examination is designed to test the capabilities of a teacher who has received a call to one of the higher offices of the profession; and, therefore, it must deal only with those advanced branches of study which he will afterwards be required to teach.

In most cases, this examination assumes the form of a conversation between the members of the commission and the examinee.

This examination may be dispensed with, at the pleasure of the Government.

A certificate is granted to those who have undergone this examination.

D. *Examination for the Office of Rector, or Director, of a Higher School* (pro Rectoratu).

22.

This examination is held in order to determine whether a teacher, called to the office of rector of one of the higher schools enumerated in No. 2, possesses the amount of learning, and of philosophical and pedagogical information, essential to a man whose duty it is to preside over such an establishment, and to govern it fitly in all respects.

The examination is conducted by the members of commission, and by means of conversation with the examinee, who is expected to express very fully his views regarding the scope of education, the chief points connected with instruction and discipline, and so forth.

II. Induction to the High Educational Office.

Any teacher, having passed the general examination for licence to teach, and having fulfilled his probation year, may be installed as rector in a high-class school.

The choice and appointment of a rector belong, by right, to the patron of the school, or, in default of a private patron, to the State. In the former case, however, the State must homologate the patron's choice, in order to a legal installation.

The mode of procedure, on such occasions, is defined by an enactment of December 9, 1872, which contains the following directions :—

1.

The right of nominating and promoting teachers to schools of the highest class, *e.g.*, gymnasia or teachers' seminaries ; or, in case such institutions are under the patronage of a municipality or other corporate body, the right of giving or withholding assent to such nomination and promotion, belongs to the provincial colleges. But these can give or withhold such assent, only with the concurrence of the Minister of Education, unless the appointment in question is merely to a subordinate office, as that of assistant teacher, or professor of one particular art or science.

And, further, the provincial colleges are bound, when the Ministers desire to inform themselves particularly of all the circumstances of any case, previously to sanctioning the appointment or translation of a head teacher, to furnish the required information. It follows, of course, that the ministry must at once be apprised of every important vacancy, in schools of the highest class.

2.

The directions in No. 1 are applicable also to the promotion or translation of a teacher, who has

passed the requisite examinations, to important office in a higher municipal or *Real Schule,** and to the ministerial confirmation of such promotion or translation; but with this modification, that, in these schools, the right of confirmation rests with the Government, not with the provincial colleges.

3.

The nomination of a rector to any school of the classes specified in Nos. 1 and 2, or the confirmation of such nomination, when the patronage is vested in a municipality or other corporation, is the prerogative of the Crown.

* * * * *

III. Of the Duties and Privileges of Teachers of Higher-Class Schools.

The Common Law of Prussia treats all teachers as public servants. Their obligations are similar to those of other public officers. Their functions take a definite shape, according to the exigencies of their respective offices. The rules laid down for the teacher's guidance, serve only to formulate his special duties and indicate them more precisely.

Any fault on the part of a teacher is to be punished in terms of a statute of 1852.

In general, all that has been said regarding the

* Technical School.

rights of teachers of elementary schools * applies also to those of higher-class teachers.

The following particulars are of universal application :—

Teachers are usually paid in money only; but a rector has, in most cases, a dwelling-house, as well as his salary.

The complete exemption from certain taxes formerly granted to public teachers is now no longer enjoyed by them, having been done away with in 1851. But, though they now support a share of the public burdens, it was enacted in 1853 that they should only pay half the customary amount of public dues, in proportion to their income.

On the other hand, a recent regulation (of May, 1872) regarding retiring pensions, is now applicable to teachers of elementary schools, as well as to all high-class teachers.

[Here follow minute directions regarding the pensions of superannuated teachers of various grades, and of the widows of such teachers, unlikely to interest English readers.]

SECTION III.—SUPERVISION OF THE GYMNASIA.

Each gymnasium is under the immediate supervision of its provincial school college. On this body devolves the duty of regulating the internal,

* Passages relating to the rights of teachers as members of the commonwealth have been omitted in this translation.

as well as the external, machinery of the gymnasium. And a similar oversight of other high-class schools is exercised by their several patrons; but the external business of all high-class schools is ultimately managed by the provincial colleges of their respective districts. The government of these colleges themselves differs from that of the teachers' colleges, with which, indeed, they are entirely unconnected. The latter are said by Rönne, in his treatise on the national system of education, to have also a certain influence on the internal working of the schools, exercising a mediate authority between the provincial colleges and the school directors.

But the most direct superintendence of the gymnasium is, of course, that exercised by its own director.

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SECTION V.—REMARKS ON SOME OF THE REGULATIONS OF THE GYMNASIUM.

It would be tedious to enter into minute details regarding the organization and discipline of the gymnasium, and the course of study therein pursued; we shall confine ourselves to the following observations :—

The school vacations are fixed at various dates, in the several provinces, according to local circum-

stances; but, as a rule, it may be stated that, in summer or autumn, what is called the long vacation, extending from three to five weeks, takes place; and, besides this, there are short vacations at each of the three great church festivals.

The transference of students to more advanced classes in the gymnasium takes place after their passing certain examinations previously mentioned.

In general, certificates of the good conduct of the students are issued quarterly; and these must be examined by their respective parents or guardians, who are expected, if satisfied with the same, to sign and return them to the teachers.

Idle or incapable scholars must be dismissed from a gymnasium.

As punishment for misconduct, detention after the hours of study, temporary imprisonment, or —in the case of junior scholars—personal chastisement may be inflicted.

The Common Law enacts that any youths showing marked abilities and a special desire to pursue any given course of study, are to be encouraged and assisted to carry out their design. They are encouraged by having prizes and other marks of distinction awarded to them, and assisted by stipendiary grants. But students of but moderate capacities are to be discouraged from devoting themselves to scientific careers.

SECTION VI.—ON LEAVING THE GYMNASIUM FOR THE UNIVERSITY.

Students pass on from the gymnasium to the university, whenever the results of a certain examination prove that they are fully qualified for such transference.

This is termed the final or testing examination. It is conducted according to the instructions of June, 1834, of which the particulars are as follows:—

1.

Every student who intends to pursue any calling for which a course of three or four years' study at the university is requisite, must undergo this testing examination prior to entrance at the university; and that whether his previous studies have been carried on in a Prussian school, in a foreign school, or at home, with the aid of private tuition.

2.

This testing examination must take place at a gymnasium; and every gymnasium is bound to make arrangements for holding such an examination periodically.

3.

This examination must take place within the last month of each half-yearly term.

4.

The preparations for this examination are to be made by the examining body of each gymnasium, which consists, of (*a*) the rector, (*b*) the professors of the higher classes, (*c*) a member of the committee of school management, and (*d*) a commissioner of the Royal Provincial College.

The last named official, whose part it is to preside over the commission, and to take a leading part in the whole examination, is appointed with the approval of the Minister of Education; and the assent of the provincial college is necessary to the appointment of the member of commission designated under (*c*).

5.

Students about to leave a gymnasium (*i.e.*, those who are provided with certificates of having gone through the curriculum of the gymnasium satisfactorily), must send a written application to the director of the university, for permission to attend the entrance examination, at least three months prior to entrance at the university.

Together with this application must be enclosed an autobiographical sketch of the candidate, in his mother tongue.

6.

The earliest period at which a student may apply for admission to the university entrance examination, is during the last three months of the fourth half-yearly term of his attendance at a gymnasium, or other high-class school. Students, however, who have distinguished themselves by diligence, good conduct, and general progress, as well as proficiency in particular branches, may occasionally be permitted to enter themselves as candidates for the university, as early as their third half-yearly term, even. But such permissiom is rarely given, and is wholly exceptional.

7.

Students who are not considered well prepared should be dissuaded, by the rector, from presenting themselves for examination. But no obstacle must be thrown in the way of such as are ready for it, even so early as the fourth half-yearly term.

8.

It is the rector's duty to give timely notice to the royal commissioner and the other members of the examining body, of the number of students proposing to leave for the university, and to make arrangements for the examination in concert with the royal commissioner.

9.

Students about to leave must be examined in the following languages and sciences: the German, Latin, Greek and French languages—to which, in the case of theological or philological students, Hebrew must be added; theology; history, in connection with geography; mathematics; physics; natural history; and introductory philosophy.

10.

The examination must be both in writing and oral; the latter serving to correct and complete the former.

11.

The examination in writing takes precedence of the oral examination.

12.

In arranging the subjects of the papers, topics should be chosen which have come within the students' range of study or observation; but the themes of former compositions by the students must be avoided.

13.

General suitable subjects must be chosen for each paper by the rector and the members of the examining body, *except the royal commissioner,*

before whom the list of suitable subjects must be laid, in order that he may select one for each paper. But, if he sees fit, the royal commissioner may himself fix on a subject for any paper, independently of the other examiners.

All the examinees receive the same examination papers, and each candidate receives his paper on taking his appointed place at the examination.

14.

The written work at such examinations consists of—(1.) a German composition; (2.) a translation from German into Latin; (3.) a Latin composition; (4.) a translation from German into Greek; (5.) a translation from German into French; (6.) a mathematical paper, containing solutions of two geometrical and two arithmetical problems, of a kind included in the ordinary mathematical course at high-class schools; or else, for some reason agreed on by the examiners beforehand, an examination and comparison of certain analogical, mathematical theories.

Students of philology or theology are, moreover, required to execute a translation into Latin of a passage from some historical book of the Old Testament, or of a short psalm, though Hebrew is not read in the school or gymnasium. To this translation must be appended a grammatical analysis of the original.

15.

Three days, at the utmost, are allowed for the completion of all the written work at this examination. Eight working hours are reckoned to each day, and these should be so distributed as to give (inclusive of the time spent in making rough drafts) to German composition, five hours; to Latin composition, five hours; to Latin translation, two hours; to Greek translation, three hours; to French work, three hours; and to mathematical work, four hours. The remaining two hours are appropriated to the Hebrew paper.

16.

All the written work must always, if possible, be accomplished in a single class-room of the gymnasium, under the superintendence of a committee of school managers, who exchange with each other, at intervals, throughout the examination. This committee is responsible for seeing that the examination is, in all respects, fairly and regularly conducted.

Each member of the committee is required to indicate, on a special schedule, at what time, and under what circumstances, he was in superintendence of the examination. He must also state whether any candidate completed a paper in his presence; and, if so, he must specify when.

If any candidate's work is not finished within the prescribed time, his papers must be handed in unfinished.

Should any candidate be prevented, by illness, from attending the examination, he must be furnished with fresh subjects for his written work, whenever he is able to undertake it, unless he has thought fit to withdraw his name, in the mean time, from the list of candidates.

17.

The papers handed in by the examinees must be examined and judged, in the first place, by the professors; after that, they must be submitted to the rector who, finally, lays them before the commission.

18.

The oral examination must always be conducted with equal care, whether the number of examinees be great or small. In all cases, when the number of examinees exceeds twelve, the examination must extend over two or more consecutive days.

The royal commissioner fixes the exact date of this examination, with the concurrence of the rector of the gymnasium.

19.

The oral examination is held in presence of the assembled commission and of all the professors of

the gymnasium. It is conducted by the professors of the various branches of learning. It relates to all the subjects taught in the higher classes; but it is in the power of the commissioners to shorten, or dispense with, oral examination on any particular subject with which the examinees have already manifested a satisfactory acquaintance in their papers.

20.

A schedule displaying the questions proposed to the examinees, and the answers given by them throughout the examination, must be filled up, on the part of the examiners.

21.

At the close of the oral examination, the examinees are dismissed; and then the commissioners deliberate on the results of the whole examination, and decide the position of each examinee. Each member of the commission has a vote; but, in case there is an equal number for, or against, any candidate, the royal commissioner settles the question by a casting vote.

22.

The sentence of the commission determines whether any student shall, or shall not, proceed immediately to the university. The students who

are pronounced qualified for the university receive a certificate accordingly, in due form.

But no document certifying a want of proper qualification is issued, except at the express desire of the student concerned.

Certificates of qualification are handed to departing students, together with the formal permission to leave; and this is one of the most important ceremonies observed in the gymnasium.

23.

The following are the classes of students who require certificates of due qualification for the university:—

(1.) Those who purpose to enroll themselves as students of theology, jurisprudence, medicine, surgery, or philology, at any Prussian university, and who are approved of by the faculty concerned; (2.) those who are obliged to pass certain examinations, in order to the attainment of some academical dignity in this country; and (3.) those who have attended the examination, with a view to qualify themselves for some office, civil or ecclesiastical, for the holding of which the existing law requires a course of three or four years' study at a university.

A student failing to pass one of these examinations may present himself on a future occasion.

24.

Young men who have studied at a foreign school, or under private tuition at home, are not, of course, among the number of students who pass directly from the gymnasium to the university.

But, nevertheless, they are required to appear before the examining commission of some gymnasium, and to bring with them certificates of their proficiency in study and of their general good conduct, from those who have hitherto instructed them. The choice of the gymnasium at which they may present themselves for examination rests with their parents or guardians.

25.

Students of theology or philology who have gone to the university without the requisite knowledge of Hebrew, and students who have made up their minds to follow one of those courses of study, *after* their admission to the university, and who, therefore, did not think of presenting themselves for examination in Hebrew prior to entrance at the university, will have an opportunity of earning a certificate of proficiency in this language, at a subsequent examination, held by the royal commission of examinations in literature and science. But they will thereafter be required to pass not less than five half-yearly terms, in the study of theology or philology, at the university.

26.

To foreigners, likewise, if they have received permission to qualify themselves for any public office, for the holding of which a regular course of study, at one of our universities, is required, the directions in No. 23 (1.) apply.

And, unless such persons can produce, to the royal commission concerned, satisfactory certificates as to their previous education and qualifications, from the proper authorities, in their own country, they must subject themselves to the testing examination for entrance to a university, at some gymnasium in this country.

THE END.

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